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ABSTRACT

In response to questions raised about the quality of education at the University of Washington, the winter 1976 Student Affairs Survey sought the opinion of a random sample of students on a number of quantifiable indicators of quality. Five hundred and fifty-seven respondents completed mailed questionnaires, for a response rate of 54 percent. The indicators, selected in cooperation with representatives of student organizations and faculty, included perceived characteristics of faculty members, availability and perceived difficulty of classes, academic advising, contact with faculty members, and resolution of grievances. The students' evaluation of most of these elements was favorable, while their experiences with one, academic advising, was reported as unsatisfactory. The respondents rated availability of classes and overall satisfaction of expectations at the university positively. Only minimal experience with university grievance procedures was cited. The outstanding finding of the study was the overwhelming report of satisfaction with faculty contact. Ninety-three percent of the respondents attempted to meet with instructors at least once each quarter; of these students, 92 percent reported that their efforts were successful, and their meetings with faculty members resulted in the students obtaining the advice or assistance they sought. (Author)

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# Student Opinion on Factors Affecting the Quality of Education

Student Affairs Quarterly Survey

Winter, 1976

June 2, 1976

Judith Fiedler, Assistant Director

Educational Assessment Center Project: 534

*SUMMARY*

*In response to questions raised about the quality of education at the UW, the Winter, 1976 Student Affairs Survey sought the opinion of a random sample of students on a number of quantifiable indicators of quality. Five hundred and fifty-seven respondents completed mailed questionnaires, for a response rate of 54%. The indicators, selected in cooperation with representatives of student organizations and faculty, included perceived characteristics of faculty members, availability and perceived difficulty of classes, academic advising, contact with faculty members, and resolution of grievances. The students' evaluation of most of these elements was favorable, while their experiences with one, academic advising, was reported as unsatisfactory. The respondents rated availability of classes and overall satisfaction of expectations at the University positively. Only minimal experience with University grievance procedures was cited. The outstanding finding of the study was the overwhelming report of satisfaction with faculty contact. Ninety-three percent of the respondents attempted to meet with instructors at least once each quarter; of these students, 92% reported that their efforts were successful, and their meetings with faculty members resulted in the students obtaining the advice or assistance they sought.*

## Introduction

Attempts to evaluate the "quality" of an experience such as education frequently founder on questions of what constitutes quality, and, once this entity is defined, further difficulties of identifying appropriate criteria for its measurement. During Winter Quarter, 1976, these issues were investigated by the EAC. In response to criticisms of quality of education at the UW, the Office of Student Affairs Survey Committee, with the cooperation of ASUW officers and faculty representatives, identified a number of elements associated with perceived quality in education, and agreed upon ways of measuring the occurrence of these elements. Five indicators were selected for study. These were: characteristics of faculty members; availability and perceived difficulty of classes; academic advising; contact with faculty members; and resolution of grievances. In particular, critics have concentrated attention on the purported inadequacy of faculty interaction with students outside of the classroom. For this reason, the largest number of questions addressed this issue.

Questions articulating these indicators and the standards for measuring them formed the Student Affairs Quarterly Survey Questionnaire (Appendix A), distributed to a random sample of 1,050 students in February, 1976. Five hundred sixty-two completed the questionnaire, a response rate of just under 54%. For mailed questionnaires, this represents a return well above average. The respondents were, in general, proportionately distributed by sex and class year, according to the University's Winter Quarter, 1976 Statistics, although the respondents tend to be somewhat more advanced in class standing. The figures shown in Table A suggest that the responses reflect a longer period of education, and thus are based on increased experience. We would anticipate, therefore, answers based on careful judgment of the issues.

Table A

Demographic Characteristics

| | UW Population | Respondents |
|---|---|---|
| Class | | |
| Freshmen | 11 | 8 |
| Sophomores | 14 | 12 |
| Juniors | 20 | 20 |
| Seniors | 23 | 24 |
| Graduate/Professional | 25 | 26 |
| U-5 | 7 | 10 |
| Sex | | |
| Male | 58 | 57 |
| Female | 42 | 43 |

Methodology

Over the series of studies which have been conducted for the Office of Student Affairs, a number of experimental conditions have been built in, as additional methodological investigation. These have included variations in mailing and delivery procedures, alternative formats and wording, and a number of different approaches to publicizing and introducing the surveys. In this instance, an effort was made to study the potential for increased response rate associated with offering respondents a small token gift, not dependent on their returning the questionnaire.* A randomly chosen half of the sample received only the questionnaire and an introductory letter (Appendix B). The other students were sent a colorful plastic bookmark, along with a P.S. on the letter, referring to

*See Blumberg, Herbert H.; Fuller, Carolyn; and Hare, A. Paul, "Response Rates in Postal Surveys," Public Opinion Quarterly, XXXVIII, pp. 113-123, 1974, and Linsky, Arnold S. and Armstrong, J. Scott, "Mailed Responses: An Overview," Public Opinion Quarterly, XXXIX, pp. 82-111, 1975 for discussions on this subject

using the bookmark while the questionnaire was being filled out (Appendix C). Unfortunately, these simple experimental manipulations produced only a minimal variation between the two groups' response rate. Fifty-one percent of the participants were recipients, as against the 49% who responded without a material reward.

The answers to the questions were analyzed both by class year and sex of the respondent. In the tables and figures which follow, the findings are presented by class year, when distinctions between these groups appear, or for the students as a whole. Only in rare instances were substantial variations by sex observed. Where these occur, they are noted in the text.

The Student Affairs Survey Committee and the EAC owe special thanks to Professor Willis A. Konick, who participated as a Faculty Representative in the design and formulation of these questions.

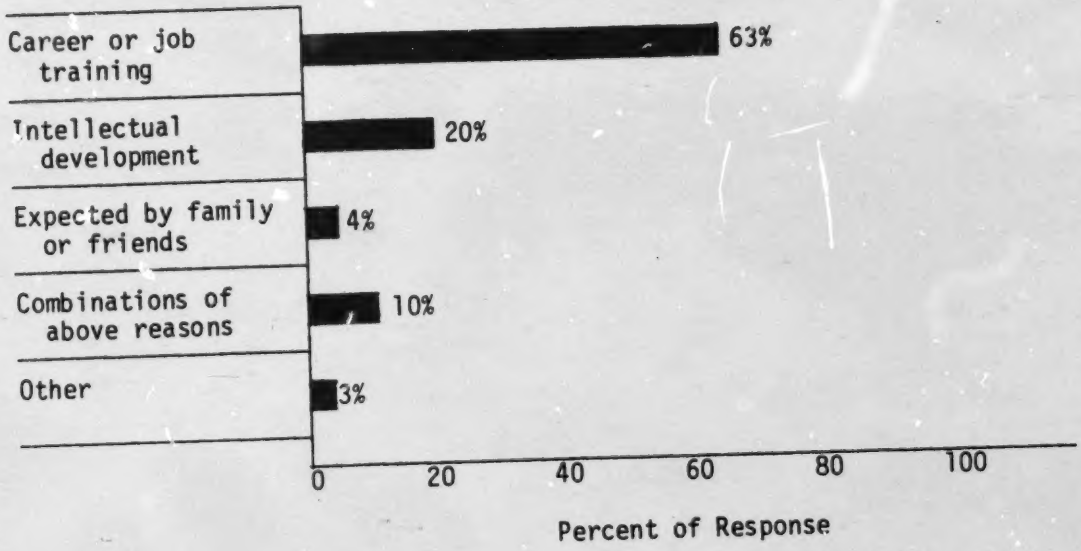
## Results

### Education and the UW Experience

For the majority of respondents, the most important reason to attend a college or university is the practical one of obtaining training toward a career. Even among seniors, who are least likely to give this answer, 57% cite job or career reasons. A somewhat related purpose, that of intellectual development, is given by 20% of all students, while as Figure 1 shows, combinations of reasons are next most often named.

Figure 1

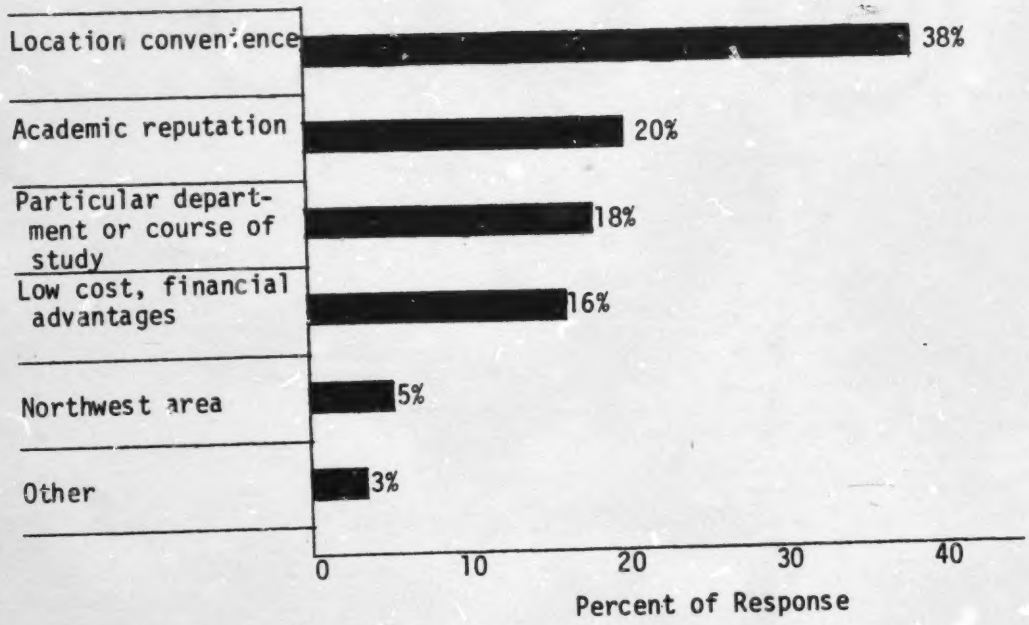
Reason for Attending College or University




Given this expectation of career objectives, students have chosen the UW for reasons of convenience even more than for strictly academic factors. Location, that is, the fact that the student is a resident of the state and/or city, is cited by 38%, while a further small group specifically names the desirability of the Northwest area. In comparison, slightly over one-third of the respondents mention either the general academic reputation of the UW, or the advantages of study in a particular department or field. Women, however, are more likely to cite location and cost factors, and less likely to note quality of education. Figure 2 presents these answers.

Figure 2

Reasons for Attending UW




To a student who chooses the UW only for its location, its continued existence might be considered sufficient. Even these students, however, must have had some idea of how they would be affected by their time at the University. It is likely that the respondents who answered the question on how well their experience at the University satisfied their expectations made reasoned judgments. The evaluations tended to be positive, with large majorities reporting that their experiences at least adequately satisfied their expectations. Viewed by class year, however, it is disappointing to observe that the ratings of "Excellent" generally decrease with longer periods of education, with a sudden drop following the first year. Among undergraduates, freshmen are most likely to rate their experience as "Excellent," but only by a small margin over juniors or seniors.

Graduate students, as Table 1 shows, indicate the highest level of satisfaction.*

Table 1

How Well UW Experience Met Expectations (% of Response)

| | Freshmen | Sophomores | Juniors | Seniors | Graduate/ Professional | U-5 |
|---|---|---|---|---|---|---|
| Excellent | 20 | 12 | 17 | 15 | 35 | 21 |
| Adequate | 54 | 55 | 70 | 68 | 60 | 62 |
| Barely | 20 | 33 | 13 | 14 | 3 | 17 |
| Not at all | 6 | 0 | 0 | 2 | 1 | 0 |

Interpretation of these ratings, however, must take into account the factor of attrition. Students who are least satisfied tend to withdraw, thus forcing up the overall values. The decline in the "Not at all" response after the freshman year may reflect this activity.

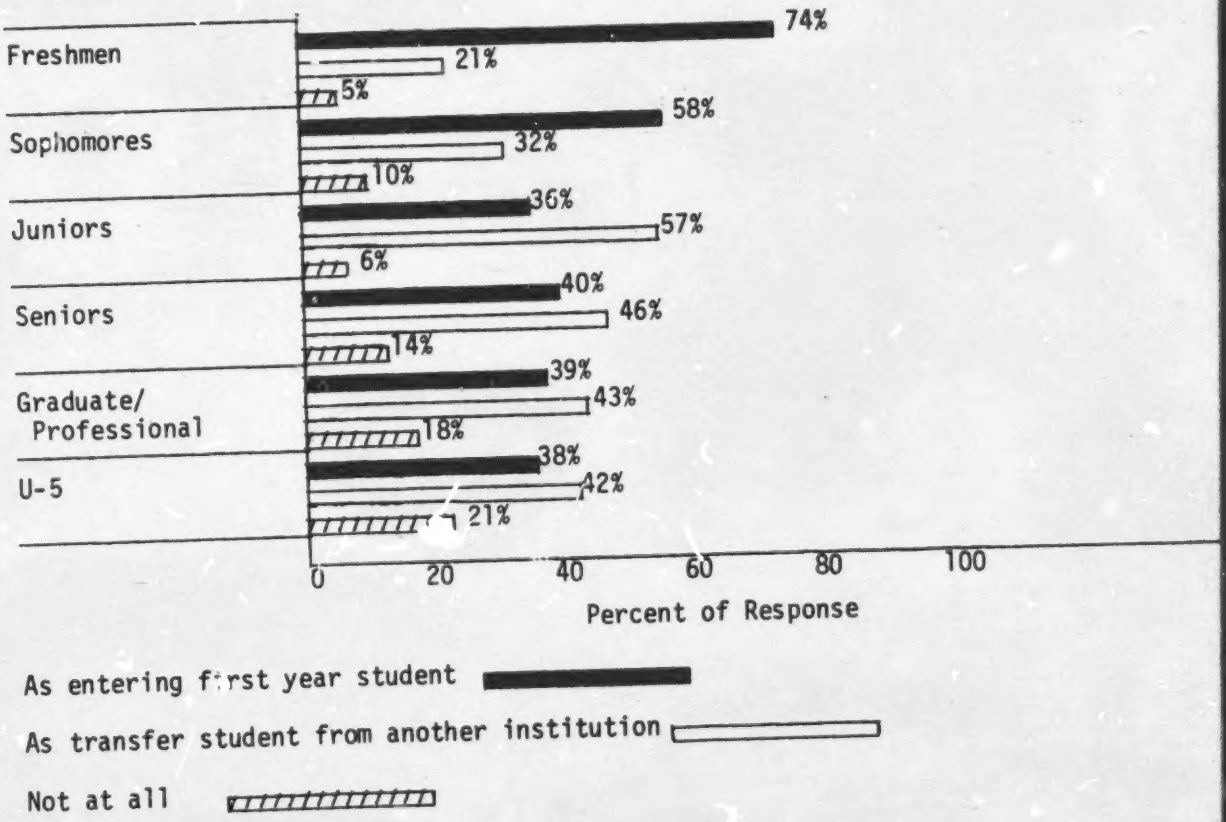
In a later question, the students were asked whether, if they had to do it over again, they would enter the UW as freshmen, as transfer students, or not at all. Approximately six months at the University has not convinced three-quarters of the freshmen that they made a mistake in entering the UW. With increasing time as students, however, larger numbers see advantages in taking part of their college work at other institutions, before transfering. Beyond the freshman year, of course, each class is composed of substantial numbers of transfer students, who in answering this question could draw on their own experience. They might be reluctant to declare that they had made a mistake, and thus rate the value of prior work at another institution more highly. On the other hand, more time at the UW may have simply made the alternative of

*These results, while encouraging in themselves, may be misleading. The question on level of satisfaction with experience contains an ambiguity. It is possible, though unlikely, that a student whose expectations are low, or who thinks that he will obtain little from the UW, might report that these expectations were satisfied excellently by a thoroughly negative experience. Responses to other questions in the survey, however, do not support this dispiriting interpretation.

education elsewhere seem more attractive. Graduate/professional students, of course, very commonly transfer from their undergraduate institutions for their advanced work. In most disciplines, the UW is highly selective. Thus, transfering to the University carries high prestige. For whatever reason, students in higher classes tend to emphasize the advantages of transfering. Few students, however, report that they would not attend the UW at all, given a second chance. Their responses appear in Figure 3.

Figure 3

How Student Would Enter UW, If It Could Be Done Over



Evaluation of Teaching and Courses

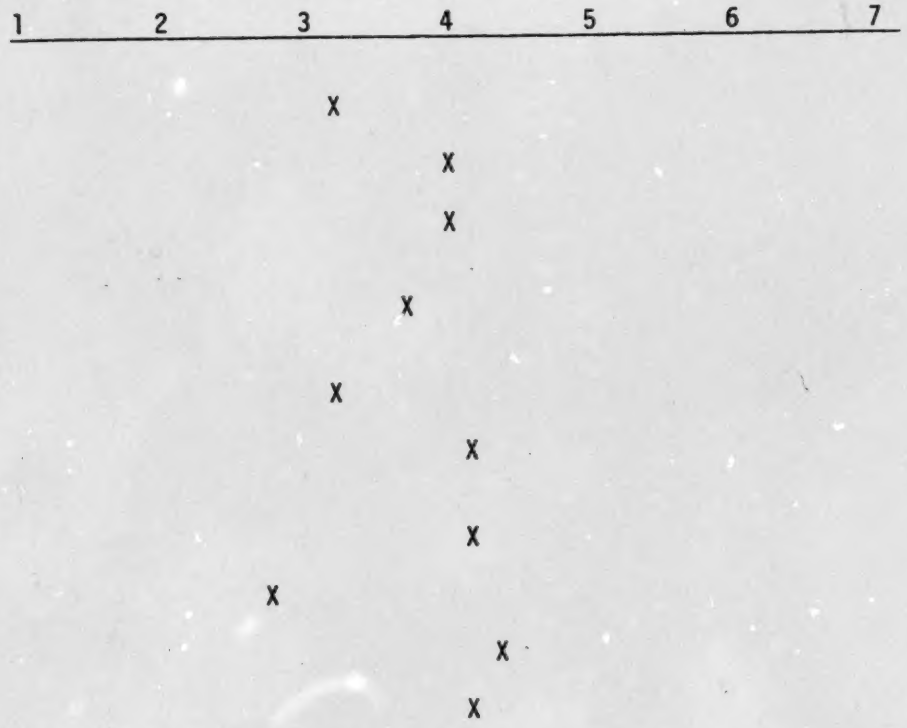
The students were asked to rate their instructors over a variety of bi-polar descriptor variables, which included characteristics popularly associated with teaching styles and interaction between students and faculty. As Figure 4 indicates, the ratings tended to be clustered in the center of the range (Figure 4). While some variation in the scores assigned by students at different levels appears, these are not systematic or substantial.

There are valid arguments for considering either pole of a number of the scales as equally desirable. Thus, both teaching-oriented and research-oriented behavior might be valued, as might practical and theoretical emphasis. Where objective standards or popular opinion single out a positive and a negative pole, we would hope to find the responses in the favorable direction. It is important to note that the "highest score" in the distribution is awarded to competence, closely followed by ratings of "Stimulating" and "Concerned about social issues". It would certainly be possible to disagree about the advantages of concern for social issues as an indicator of faculty quality, but it would be difficult to imagine a situation in which dullness is valued. These must be considered positive evaluations.

Characteristics of Faculty Members

Figure 4

Mean Ratings on Faculty Descriptors



This view of the competence of faculty members is repeated in the responses to a question on teaching ability. Fifty-six percent of the students feel that their instructors convey knowledge of their subjects to a high degree, while few report this extent to be slight. The degree to which faculty members welcome student input is seen as lower. In comparison, as Table 2 shows, substantial numbers of students find their instructors limited by over-specialization.

Table 2

Evaluation of Teaching Activities

| | Extent to which faculty | | | |
|---|---|---|---|---|
| Activity | Very much | Somewhat | Slightly | Not at all |
| Welcome student output | 34 | 46 | 17 | 3 |
| Convey knowledge of subject | 56 | 38 | 6 | 0 |
| Are limited to narrow specialization | 18 | 45 | 31 | 7 |

When students are asked to rate the contribution of teaching assistants, they respond positively, with favorable evaluations. In particular, freshmen give the highest ratings. Since it is often stated that freshmen are most likely to be in the larger classes which utilize TA's, their responses are especially interesting. The lower scores given by seniors for Helpfulness and Teaching Qualification, on the other hand, probably reflect the narrower distinction between the achievements of students in the fourth, fifth, and sixth years of college education. Figure 5 shows these ratings.

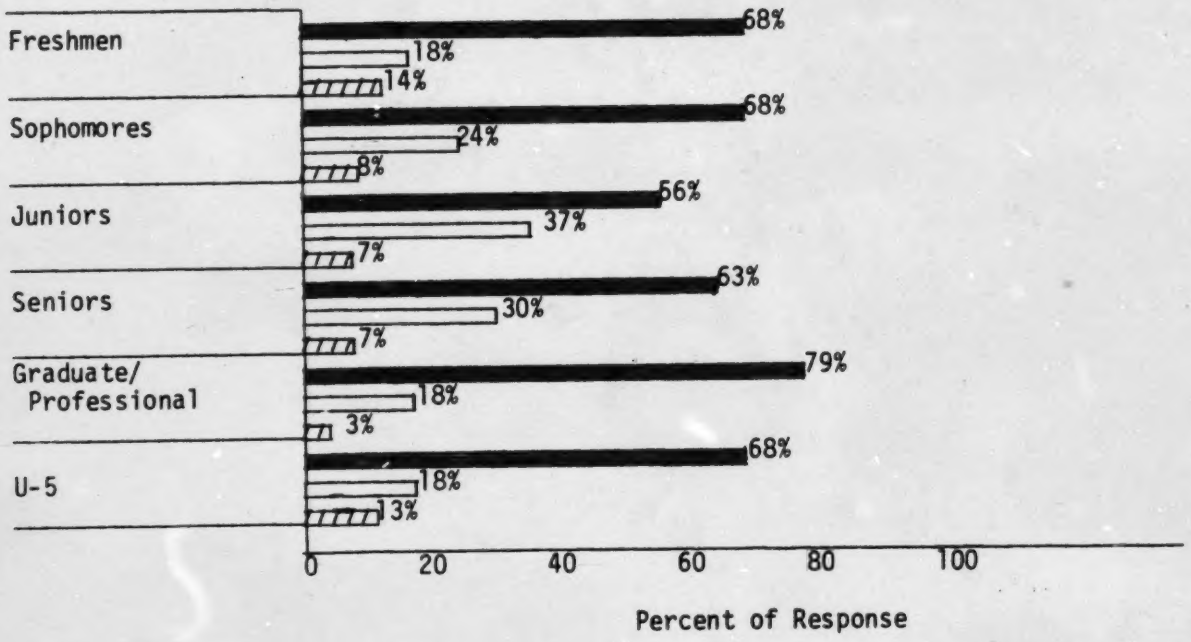
Figure 5

Mean Evaluation of TA's Role in Education

To the extent that its teaching function is viewed as the primary mission of the University, these responses are satisfactory. Once enrolled in the classes, the majority of students can obtain the knowledge they seek. Access to desired classes, however, has frequently been considered as inadequate. Our respondents did not agree with such criticism, at least insofar as required courses were concerned. Their evaluations, for the most part, were moderately favorable. University policies favor freshmen and seniors in obtaining access to classes, by assigning them the earliest registration periods. Despite this, 14% of freshmen respondents reported great difficulty in scheduling classes. U-5 students also experienced problems. As Figure 6 indicates, juniors were least likely to be satisfied with their access to classes.

Figure 6

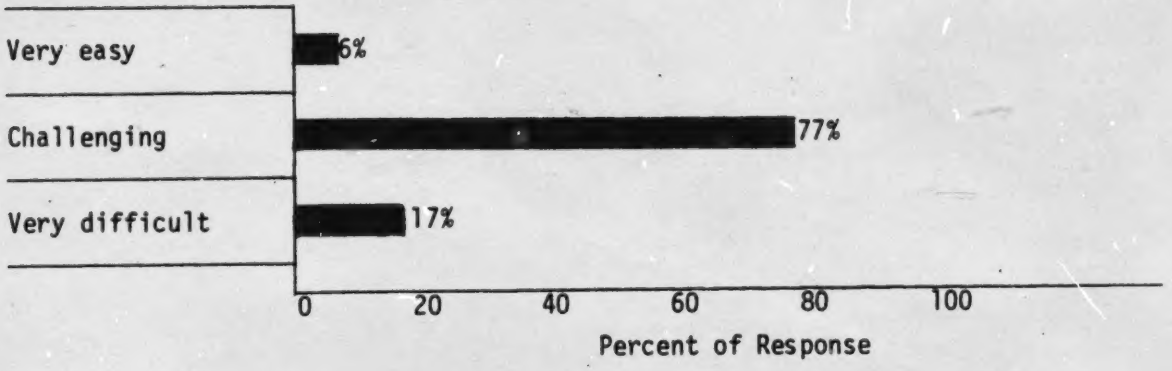
Availability of Classes



Few students feel that they can master course content without effort. Asked to rate the degree of difficulty for their major classes, 77% regarded them as challenging rather than very difficult. These ratings appear in Figure 7.

Figure 7

Rating of Difficulty of Major Classes

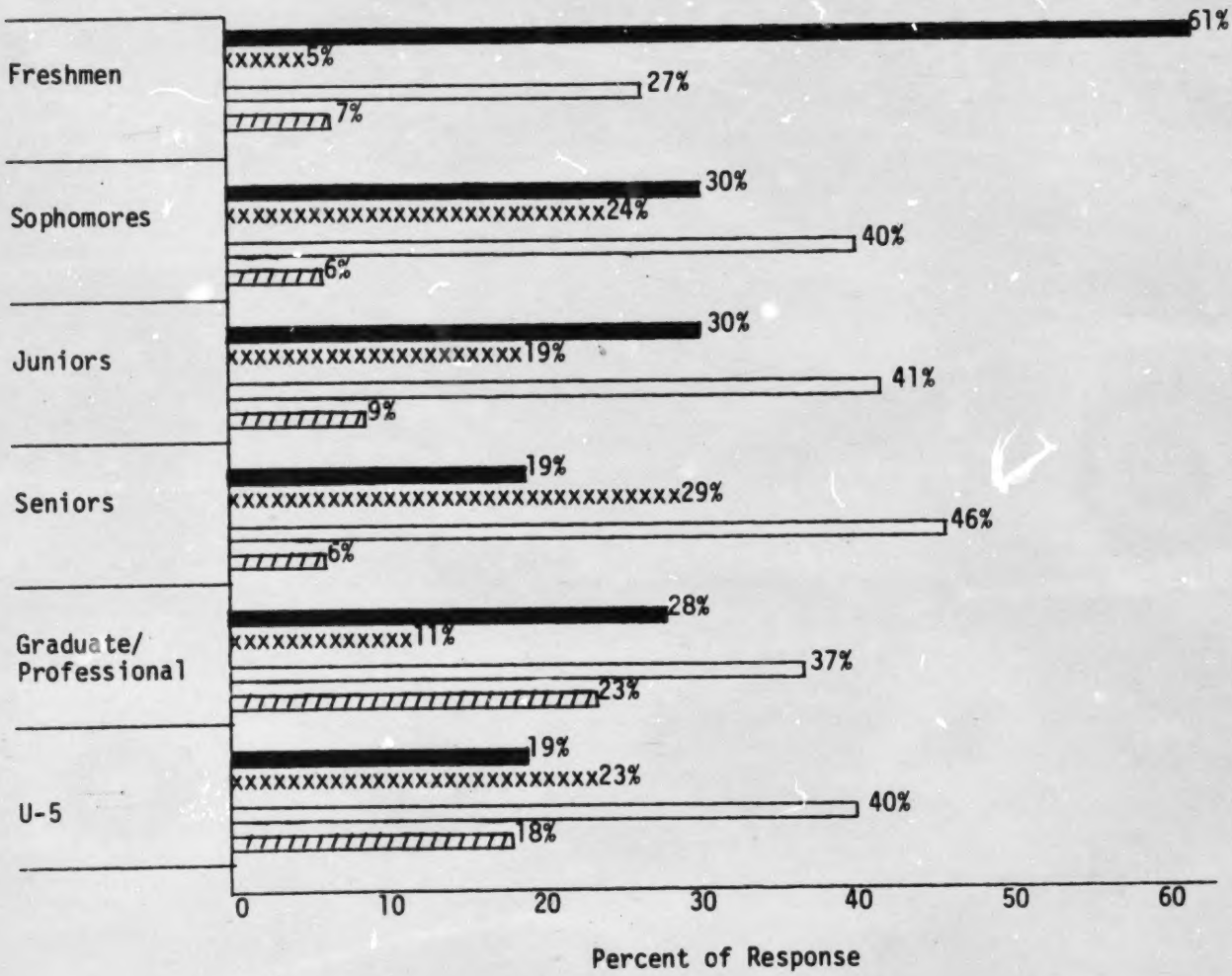



Advising

Access to and appropriate placement in classes is often directly related to receiving the proper advice. Large numbers of students, ranging from 61% of freshmen to 19% of seniors and U-5 students, consult the University's academic advising services every quarter, while others, as Figure 8 shows, use this service occasionally.

Figure 8

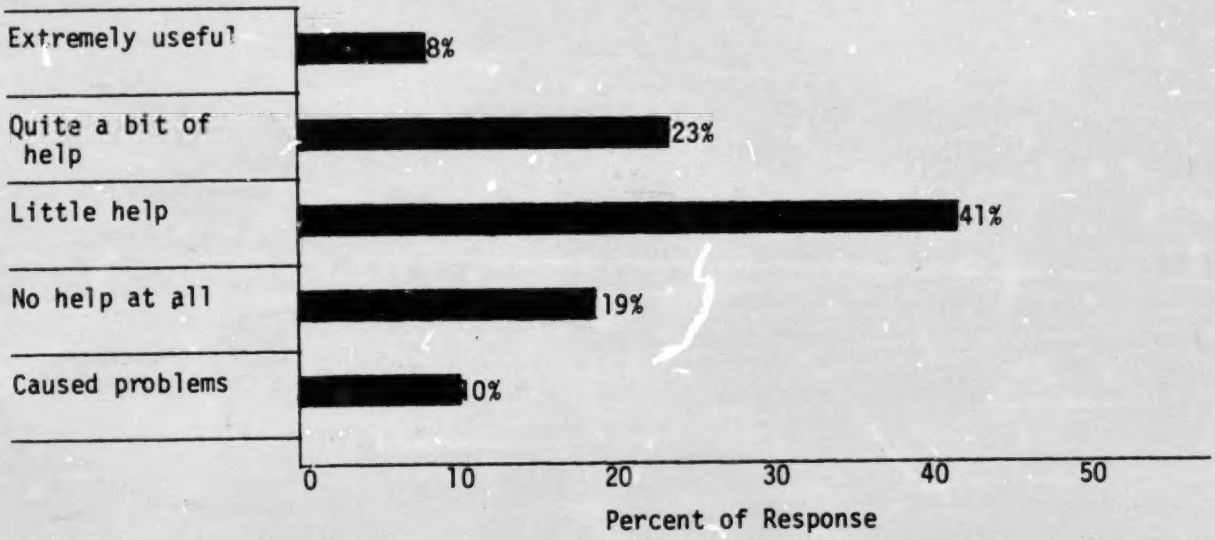
Frequency of Use of Academic Services



The results of recourse to academic advising, however, are disappointing. Only a minority of students report receiving much help, while nearly one in five say that the service was no help at all to them. Even worse, the advice given 10% of the respondents was so inadequate or misguided that it actually caused problems, rather than alieviating them. Figure 9 presents these responses.

Figure 9

Usefulness of Academic Advising

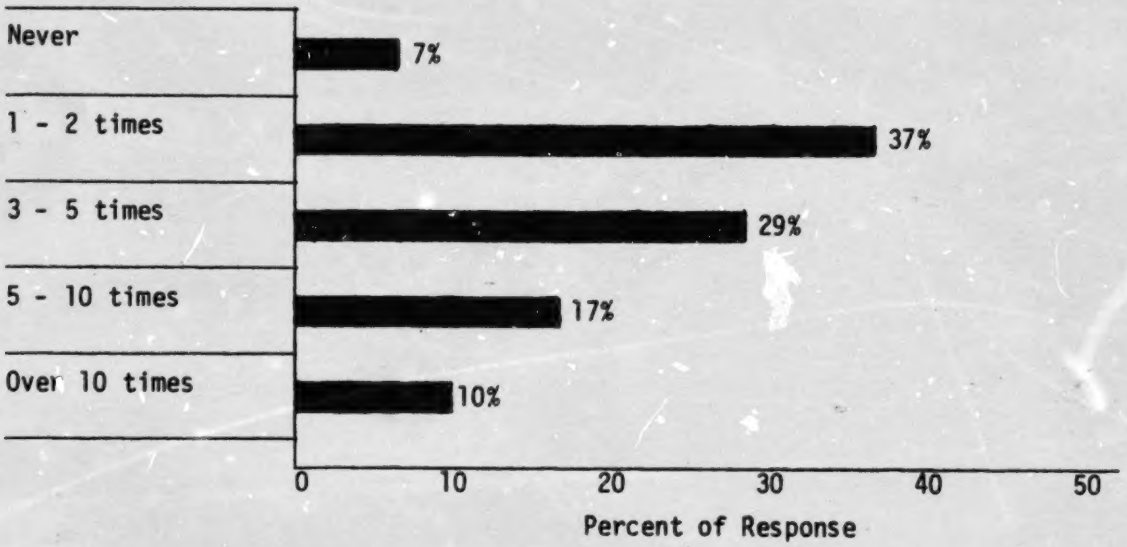



Contact with Faculty Members

Students, of course, are not limited to the formal advising system in their search for assistance on academic questions. Faculty members are traditionally called upon to consult with and advise students, both with regard to specific course offerings, and on issues concerning education and academic disciplines in general. That students make frequent attempts to utilize this opportunity is shown in Figure 10.

Figure 10

Frequency of Attempts to Contact Faculty Members During Typical Quarter

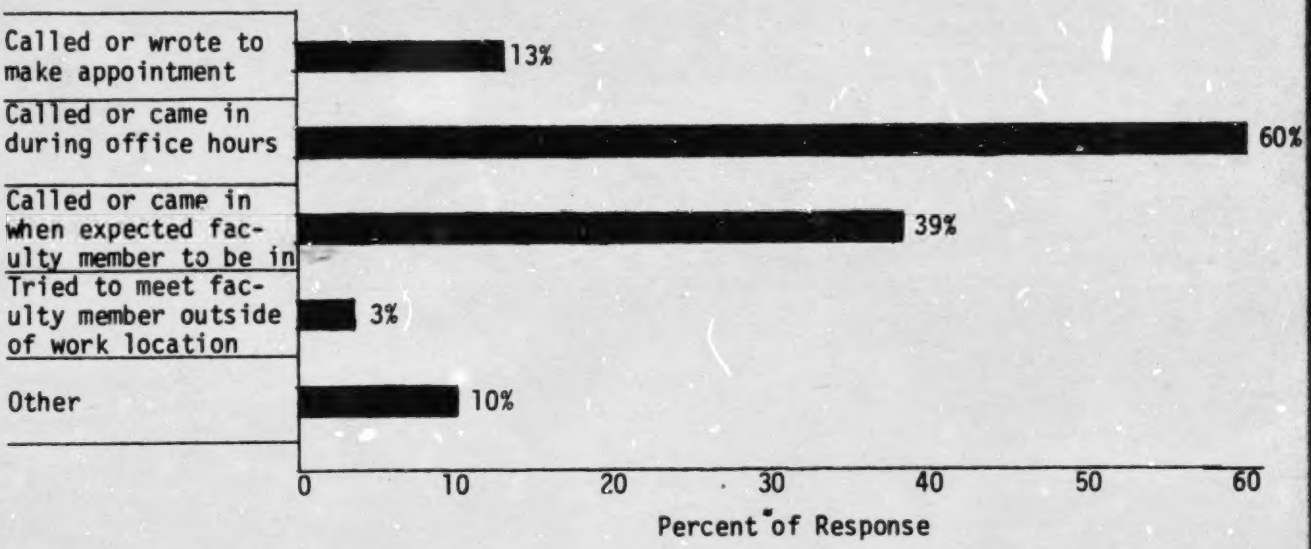



In light of the traditional view of graduate students as working in constant, close association with instructors, it is interesting that their average frequency of attempted contact is, at 5 times per quarter, not higher. It may be, of course, that these students have many casual contacts, which they do not report as formal attempts.

For the most part, attempts to contact take place during the faculty members' regular office hours, or at times when the instructor is expected to be in. Relatively few respondents made appointments for these contacts, and even fewer tried to approach faculty members outside the work location. The distribution of the attempts appears in Figure 11.

Figure 11

Methods of Attempted Contact With Faculty *




*Since some respondents indicated more than one method, the total of this table is more than 100%.

Answers to previous questions have suggested that UW students are primarily concerned with their studies. This interpretation is supported in the responses to an inquiry on the reasons for attempted contacts with faculty members. For all undergraduate respondents, information on classes or classwork was the single most frequently cited purpose, while combinations of this reason and others accounted for up to 84% of the nominations. As Table 3 indicates, only graduate students reported substantial interest in larger issues of the faculty members' discipline. Freshmen, more than other students, went to instructors to discuss or learn about issues not directly related to their educational programs. Male students attempted more contacts overall and more contacts about non-educational issues, than did women.

Table 3

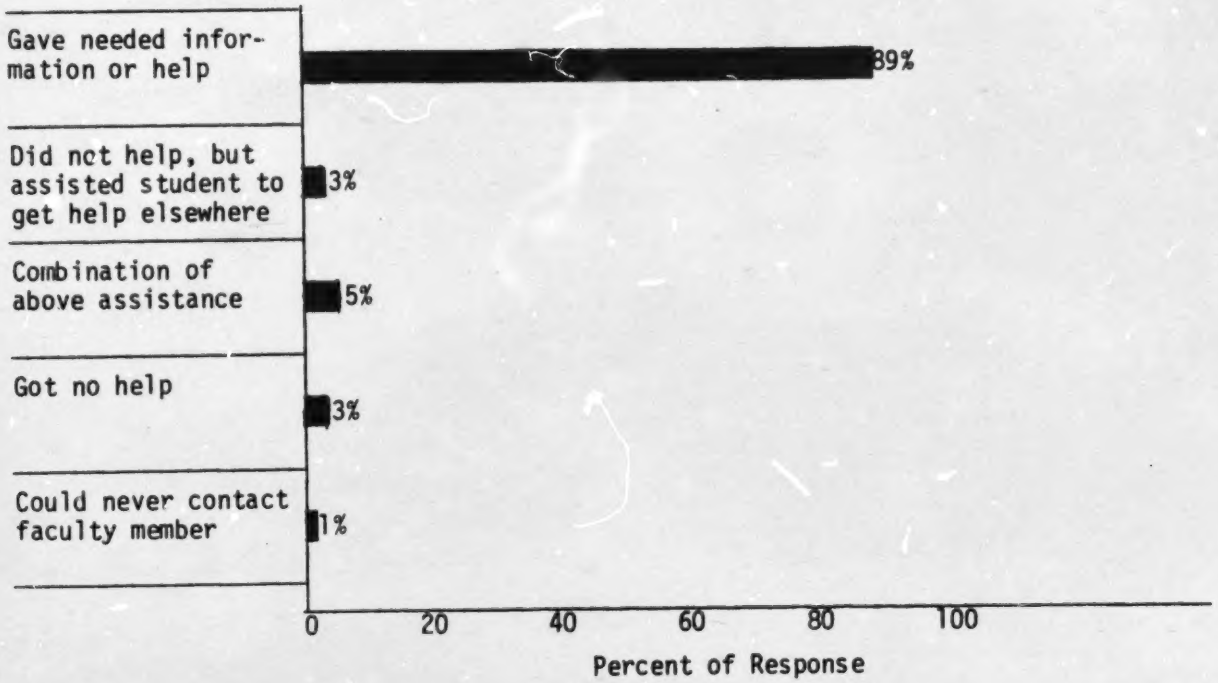
Purposes of Contacts with Faculty Members

| | Freshmen | Sophomores | Juniors | Seniors | Grad/ Prof. | U-5 |
|---|---|---|---|---|---|---|
| Information on classes or classwork | 63 | 74 | 63 | 56 | 35 | 45 |
| General information on career | -- | 4 | 5 | 1 | 1 | 0 |
| Issues in faculty member's field | 5 | 9 | 6 | 8 | 19 | 9 |
| Issues on which faculty member was active or knowledgeable | 14 | 5 | 5 | 5 | 7 | 6 |
| Combination of above purposes | 16 | 7 | 21 | 28 | 37 | 38 |
| Other | 2 | 1 | 0 | 2 | 1 | 2 |

Recourse to faculty members for assistance is not misplaced. An overwhelming 89% of all respondents reported that the instructor they went to gave them the help or information they needed, and a further group of students were directed to better or more appropriate sources. Barely 3% of the respondents did not obtain what they sought, and only 1% were unable to make the contact they attempted. These figures are shown in Figure 12.

Figure 12

Usual Results of Efforts to Contact Faculty Member




Since most students utilize faculty members' office hours, it is easy to understand why they choose better hours as the most popular way to facilitate contact. This, and other suggestions, appear in Table 4.

Table 4

Suggestions for Facilitation of Individual Contact with Faculty

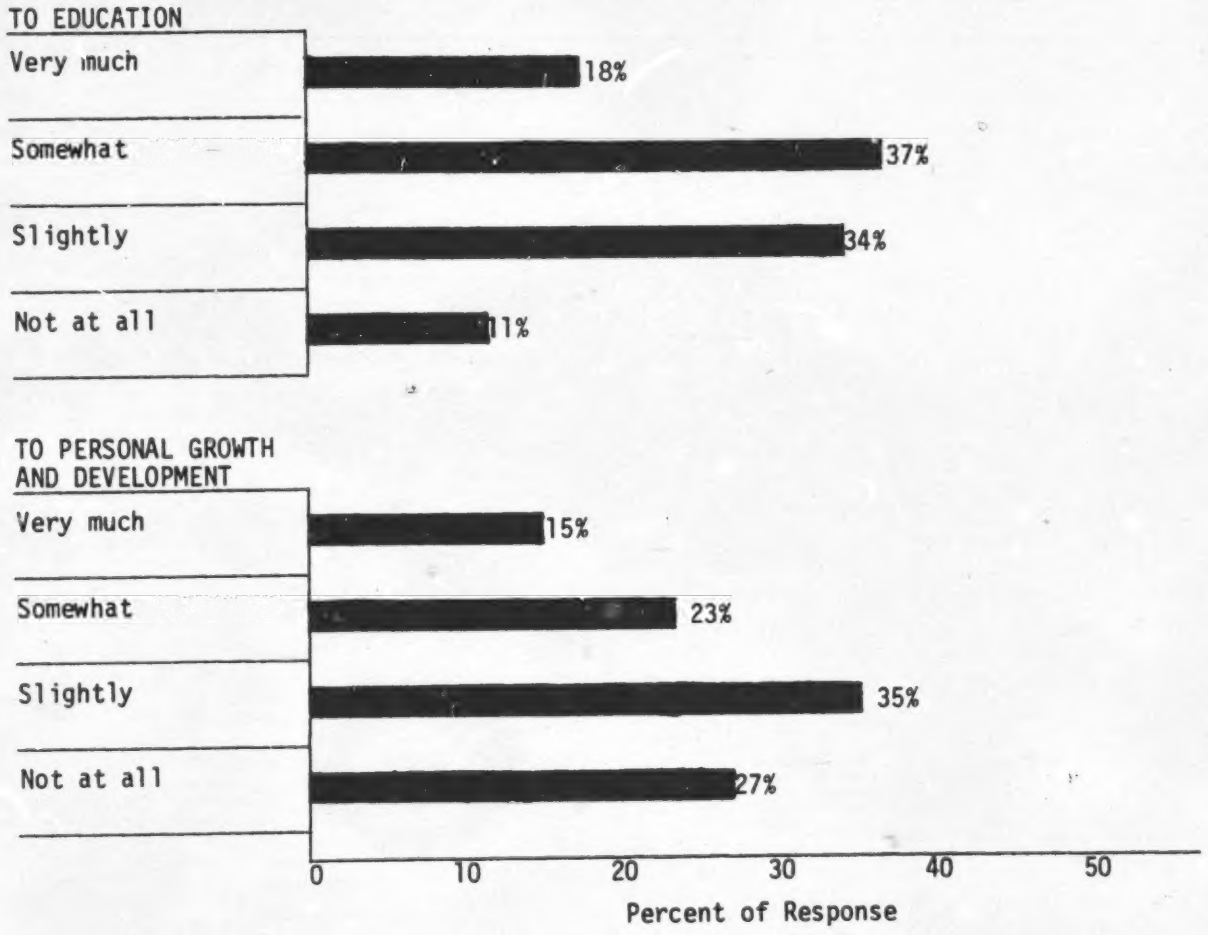
| | Number of Citations | Percent of Response |
|---|---|---|
| Suggested Ways | | 58 |
| Longer, more convenient office hours, including in-class contact and evenings | 87 | |
| Smaller, fewer classes | 87 | |
| More social and informal contacts between students and faculty | 59 | |
| More interest and concern by faculty members | 43 | |
| Greater student initiative | 41 | |
| Greater emphasis on teaching rather than research | 39 | |
| Improved procedures | 5 | |
| Other | 50 | |
| Unnecessary to do anything | | 17 |
| No answer | | 25 |
| | | 100% |

It is important to note, however, that over 40% of the students either failed to answer the question, or chose to check an option which said "Unnecessary to do anything." These respondents, in all probability, were quite satisfied with the present arrangements.

While students thus appear to have ample access to faculty members, and are highly satisfied with the results of their interactions, they do not feel that this contact contributes greatly to their overall education and personal development. Figure 13 presents the responses to questions on this point.

Figure 13

Contribution of Individual Contact with Faculty Members



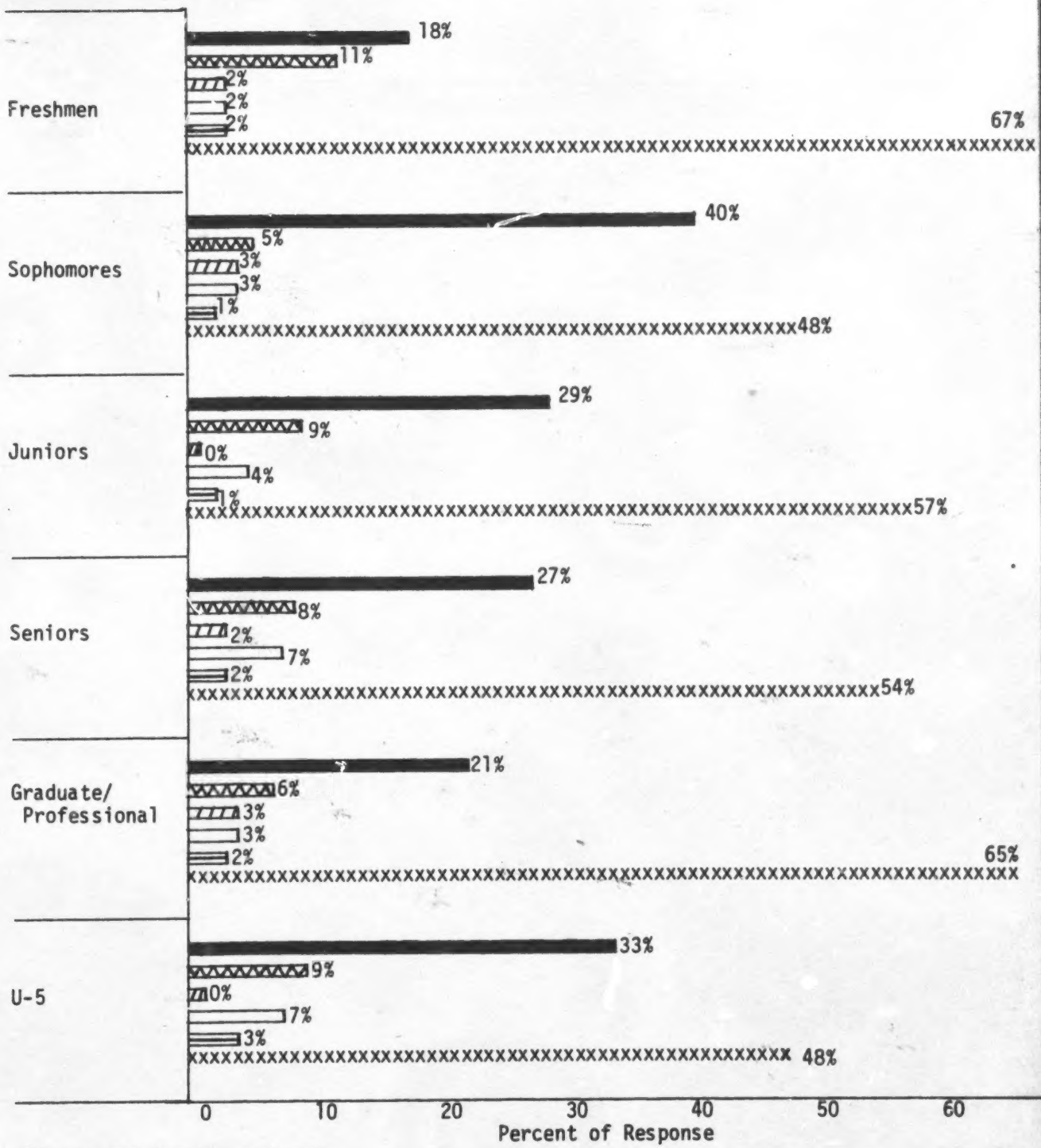

The findings suggest that students go to faculty members in the expectation of receiving immediate assistance on day-to-day problems, rather than building long-term relationships.

Resolution of Grievances

It is impossible to say exactly what students discuss with faculty members when, as Table 3 shows, they request information on classes and classwork. It is likely, however, that many of these conversations center on questions of grading and classwork procedure. Large numbers of students ranging from 34% of freshmen to 52% of sophomores and U-5 students, report that they have been unfairly treated in these areas. Other grievances occur with regard to administrative procedures and employment, as Figure 14 indicates.

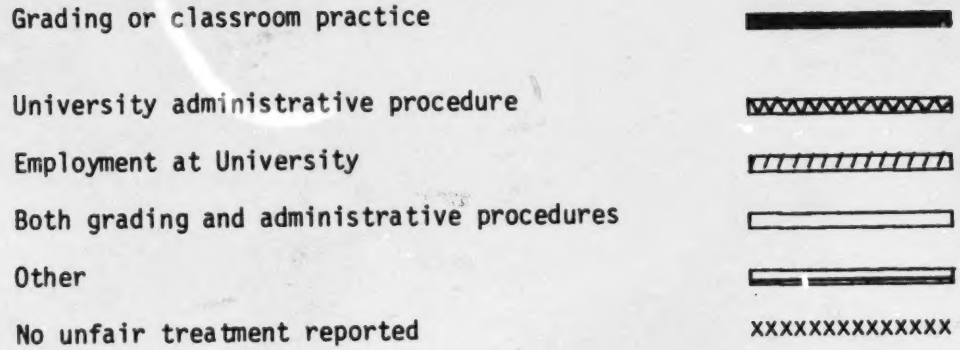
Figure 14

Reported Unfair Treatment*




*Please see key on next page

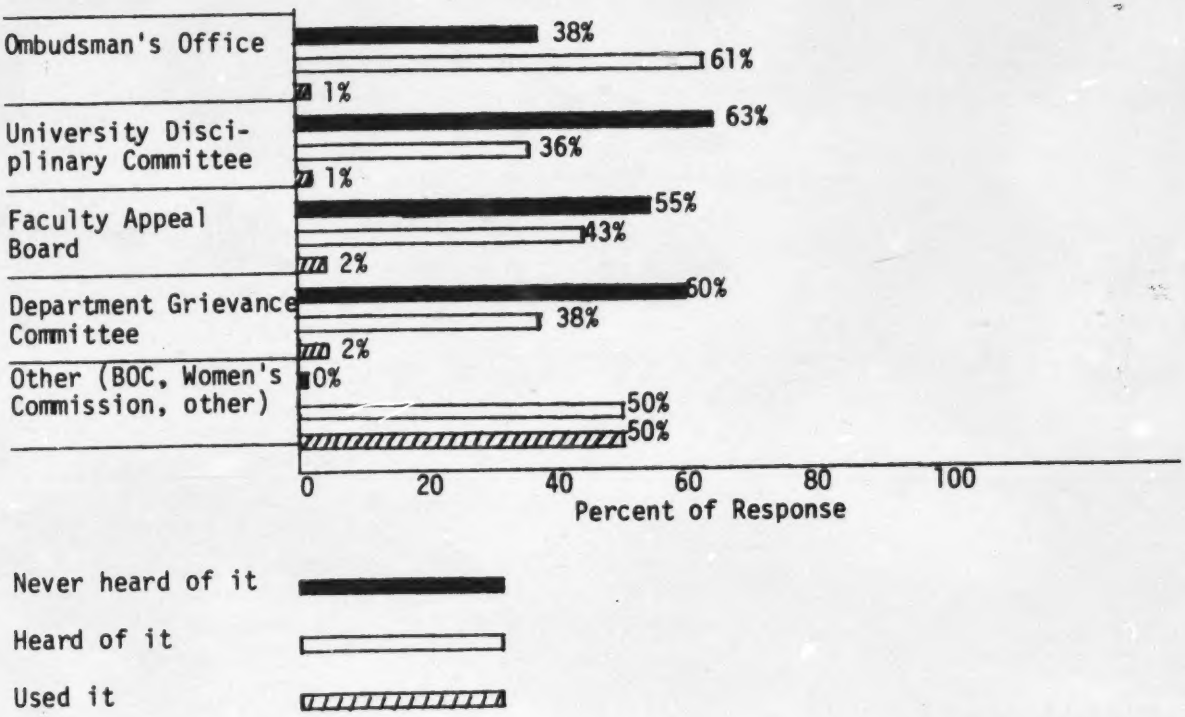
Key for Figure 14



In comparison to the number who reported grievances, those who made use of University resolution procedures is miniscule. This may be due to the fact that the majority of respondents are unfamiliar with any other than the Ombudsman's Office. Their knowledge of other services, as Figure 15 shows, is scanty.

Figure 15

Familiarity With Grievance Procedure




Among the few students who reported use of grievance procedures, women are underrepresented, and are more likely to report that their cases were decided unfairly. Such expectation, of course, would discourage further application. The discrepancy between the number who know of services, and those who use them, however, requires further explanation. Table 5 presents the students' answers to the questions of why they failed to pursue their grievances through University channels.

Table 5

Why Students Did Not Use Grievance Procedures

| | |
|---|---|
| Too much hassle, red tape | 30 |
| Felt it would be futile | 29 |
| Didn't know about recourses | 23 |
| Differences settled at "local" level | 13 |
| Other | 5 |

It is important to remember, however, that the figures on results of contact with faculty members, previously presented, undoubtedly account for large numbers of students who were disaffected, and settled their difficulties in face-to-face negotiations with instructors. These cases would appear as grievances in Figure 14, but are not included in the actions reported in Figure 15 on page 23.

Undergraduate Lounges

It is not surprising that, with increasing time as students, our respondents become more knowledgeable about the various facilities and amenities. Undergraduates learn whether or not a lounge is available for their use. Their utilization of the existing lounges, however, shows a sharp increase after the sophomore year overall, although the percentage of students who use the facilities most often scarcely varies by class year. Table 6 presents information on knowledge about and use of the lounges for both undergraduates and graduate students.

Table 6

Knowledge About and Use of Undergraduate Lounges

| | Fresh-men | Sopho-mores | Juniors | Seniors | Graduate/ Professional | U-5 |
|---|---|---|---|---|---|---|
| KNOWLEDGE | | | | | | |
| Know about lounge in major dept. | 40 | 38 | 46 | 63 | 68 | 48 |
| Know there is no lounge | 7 | 22 | 18 | 22 | 16 | 16 |
| Don't know if lounge exists | 53 | 40 | 36 | 15 | 6 | 36 |
| | 100% | 100% | 100% | 100% | 100% | 100% |
| FREQUENCY OF USE | | | | | | |
| More than 2 times per week | 16 | 16 | 14 | 17 | 23 | 12 |
| Once per week | 0 | 0 | 6 | 9 | 9 | 7 |
| Several times per quarter | 11 | 5 | 17 | 25 | 24 | 31 |
| None/no response | 73 | 79 | 63 | 49 | 44 | 50 |
| | 100% | 100% | 100% | 100% | 100% | 100% |

Discussion

The questions in this survey obviously do not cover all of the aspects of educational quality, and are limited to the easily quantifiable elements which could be investigated by the imperfect methods which were used. We do not pretend to know everything about student views on the subject. Nevertheless, the survey permitted a representative sample of students to voice their opinions about issues of importance to them, under conditions which justify drawing valid conclusions about the results. This assumption of validity is challenged, but not necessarily overthrown, by the incomplete response rate. Students, like other people, express themselves about things which are significant to them. We would not expect them to neglect to answer questions on which they hold strong views.

The survey was conducted at a time when the University community and the entire state had been exposed to newspaper and magazine articles, TV and radio coverage of charges and counter-charges about the adequacy of education at the UW. It is unlikely that students who agreed with these charges would have refrained from taking the opportunity the survey offered to contribute their opinion, or that those who most vehemently supported the University would not have joined in its defense. In all probability, those who did not respond were indifferent to the controversy. They may well have held a neutral position, or have been sufficiently satisfied with conditions as they are. We would have expected, then, some polarization of the results, perhaps with a negative bias, since those who desire improvements are more willing to respond than those who see no need for change. In any event, the findings of the survey do not show the widespread dissatisfaction which had been predicted. For most of the indicators which were studied, the evaluation was at least moderately favorable. For some, approval was close to unanimous.

The survey results present a picture of students who are primarily interested in education for its career preparation aspects, and who have chosen the UW for reasons of convenience. They feel that the University has adequately met their expectations, and do not regret their choice.

The students are satisfied, as well, with the competence of their teachers, and the instructors' ability to convey course materials. They perceive the characteristics and teaching behaviors of their instructors

as moderate or favorable, with the exception of some concern about over-specialization. Similar views are held about the work of TA's.

Despite previously reported difficulties in registering for classes,* this study does not show that students are unable to obtain the classes they want. Two-thirds or more say that they find classes available with "minimum trouble."

The single area of greatest dissatisfaction appears to be in academic advising. Students frequently resort to advisors, but do not get the help they expect. Some find that the advice they receive actually causes problems.

In contrast, the help students seek from faculty members is readily obtained. Almost all students (93%) attempt to contact faculty members personally at least once each quarter, and an astonishing 92% report that these efforts are successful in not only meeting with the instructor, but in receiving the desired assistance.

Unfortunately, this high standard of student satisfaction drops sharply when the respondents are asked about grievance. A substantial majority of students report unfair treatment, most commonly with regard to classroom practices and grading. Few utilize established grievance procedures, and it can be assumed that many of the successful interactions with faculty members represent individually negotiated resolutions of these issues.

In all, the results of this survey suggest cause for cautious satisfaction on the part of University faculty and administrators. Certain areas of inadequacy are identified, and give reason for concern. For the most part, however, insofar as the survey's subjects measured indicators of educational quality, students' interests appear to be well served.

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*Fiedler, Judith, Student Opinion on UW Registration Procedures (IER-198), Educational Assessment Center, University of Washington, 1974.

# Appendix A

University of Washington

Educational Assessment Center

Student Affairs Quarterly Survey--Winter, 1976

1. What was the primary reason you decided to attend a college or university?

   ____ a. Career or job training

   ____ b. Intellectual development

   ____ c. Expected by my family or friends

   ____ d. Other (please specify) _____

2. Why did you choose the UW rather than another school?

   _____

3. How well has your experience at the UW satisfied your expectations?

   ____ Excellently ____ Adequately ____ Barely ____ Not at all

4. Based on your own experience, how would you describe the faculty of your major department (or the department in which you have taken most courses)? Please check the appropriate position on the scale below for each set of descriptors.

| | | | |
|---|---|---|---|
| a. | Stimulating | :____:____:____:____:____:____:____: | Dull |
| b. | Conservative | :____:____:____:____:____:____:____: | Liberal |
| c. | Research-oriented | :____:____:____:____:____:____:____: | Teaching-oriented |
| d. | Intellectually flexible | :____:____:____:____:____:____:____: | Intellectually rigid |
| e. | Concerned about social issues | :____:____:____:____:____:____:____: | Indifferent to social issues |
| f. | Autocratic | :____:____:____:____:____:____:____: | Democratic |
| g. | Emphasize the practical application of subject | :____:____:____:____:____:____:____: | Emphasize the theoretical aspects of the subject |
| h. | Competent | :____:____:____:____:____:____:____: | Incompetent |
| i. | Impersonal | :____:____:____:____:____:____:____: | Personal |
| j. | Innovative | :____:____:____:____:____:____:____: | Conventional |

5. To how great an extent do you feel that the faculty members in your major field (or in the department in which you have taken the most courses)

| | Very much | Somewhat | Slightly | Not at all |
|---|---|---|---|---|
| a. Welcome student input? | ____ | ____ | ____ | ____ |
| b. Convey knowledge of their subject? | ____ | ____ | ____ | ____ |
| c. Are limited to a narrow specialization? | ____ | ____ | ____ | ____ |

6. In general, how would you rate the difficulty of courses in your major field?

   ____ Very easy ____ Challenging ____ Very difficult

7. In your experience, how well has the University made available the classes which are required for your course of study?

____ Classes are usually available with minimal trouble

____ Classes require considerable effort in scheduling

____ Classes are extremely difficult to schedule

8. Please evaluate the role which TA's have played in your education, by checking the appropriate position on each of the scales below.

| | | |
|---|---|---|
| a. Very helpful | :____:____:____:____:____:____:____: | Not helpful |
| b. Very serious about teaching responsibility | :____:____:____:____:____:____:____: | Disinterested in teaching responsibility |
| c. Well qualified to teach | :____:____:____:____:____:____:____: | Not qualified to teach |
| d. Sympathetic to students' difficulties | :____:____:____:____:____:____:____: | Not sympathetic to students' difficulties |

9. How often have you used the services of an Academic Advisor?

____ Every quarter ____ Every year ____ Rarely ____ Never

10. How useful has academic advising at the UW been in helping you plan your education?

____ Extremely helpful ____ Quite a bit of help ____ Little help ____ No help at all ____ Caused problems for me

11. During a typical quarter, how often have you attempted to meet with or talk to a faculty member outside of regular class times?

____ Never ____ 1-2 times ____ 3-5 times ____ 5-10 times ____ More than 10 times

12. How did you attempt to make contact with the person you wished to see?

____ a. Called or wrote to make appointment

____ b. Called or came in during established office or meeting hours

____ c. Called or came in when I expected the faculty member to be in

____ d. Tried to meet him or her at some place outside an office or work location

____ e. Other (please specify) _____

13. What is the usual result of your efforts?

____ Faculty member gave me the information or help I needed

____ He/she did not help me, but assisted me to get help elsewhere

____ He/she did nothing for me

____ Was never able to contact the person

14. What has been the purpose of your usual efforts to contact faculty members outside of regular class hours?

____ Wanted to obtain information on classes or courses

____ Wanted to obtain general information on career field

____ Wanted to learn about or discuss issues in the faculty member's field

____ Wanted to learn about or discuss other issues in which the faculty member was active or knowledgeable

____ Other (please specify) _____

15. In your own personal experience, how much has individual (outside of class) contact with faculty members contributed to

| | Very much | Somewhat | Slightly | Not at all |
|---|---|---|---|---|
| Your education? | ____ | ____ | ____ | ____ |
| Your personal growth and development? | ____ | ____ | ____ | ____ |

16. What should be done to facilitate individual contact between students and faculty members at the UW?

_____

_____

_____

____ Unnecessary to do anything

17. If you had it to do all over again, would you enter the UW

____ As an entering first-year student

____ As a transfer student from another institution

____ Not at all

18. As an individual, have you ever been unfairly treated

____ in grading or other classroom practices?

____ in University administrative procedures?

____ as an employee at the University?

19. How familiar are you with the following grievance procedures at the UW?

| | Never heard of it | Have heard of it | Have used it |
|---|---|---|---|
| a. Ombudsman's Office | ____ | ____ | ____ |
| b. University Disciplinary Committee | ____ | ____ | ____ |
| c. Faculty Appeal Board | ____ | ____ | ____ |
| d. Departmental Grievance Committees | ____ | ____ | ____ |
| e. Other (please specify) | | | |
| _____ | ____ | ____ | ____ |
| | *(Please skip to Q. 22)* | | *(Continue to Q. 20)* |

20. *(If you have ever used one of the grievance procedures mentioned in Q. 19)* Do you feel you were given a fair hearing, regardless of the outcome?

____ Yes

____ No - Why do you think this occurred? _____

21. *(If you have ever used any grievance procedure)* How was your case decided?

____ For me

____ Against me

____ A satisfactory compromise

22. If you have ever had a grievance at the UW, but did not utilize one of the formal grievance procedures, why did you decide not to?

_____

23. Is there a student lounge for undergraduate use in your major department (or the department in which you have taken most classes)?

____ Yes ____ No ____ Don't know

24. If there is a lounge, have you ever used it?

____ Yes - How many times a quarter? _____ *(Please skip to Q. 26)*

____ No

25. If there were a lounge, and you knew about it, how often would you use it?

____ Frequently during the quarter

____ Rarely

____ Never

26. What is your college and major?

_____ College _____ Major

27. Please circle your class:

Freshman Sophomore Junior Senior U-5 Graduate/Professional

28. Please circle your sex:

Male Female

THANK YOU FOR YOUR PARTICIPATION. PLEASE ADD ANY OTHER COMMENTS YOU WOULD LIKE TO MAKE ABOUT THE SUBJECTS OF THIS SURVEY.

UNIVERSITY OF WASHINGTON
SEATTLE, WASHINGTON 98195

February 9, 1976

*Educational Assessment Center*

Dear Student:

This quarter, the Student Opinion Survey is concerned with questions of how certain aspects of the University have affected your education and your experiences here. This is the most recent of the studies of opinion conducted by the Educational Assessment Center under the sponsorship of the Office of Student Affairs. Each quarter a random sample of students participates, providing the University with essential input for decision making on a wide variety of University issues. You have been selected as a member of the random sample for Winter, 1976.

Please fill out the enclosed questionnaire, and return it in the post-paid envelope we have provided. The questionnaires are anonymous, and all responses will be held in confidence. The results will be reported only in the form of pooled statistics and tabulations. You may omit any question you prefer not to answer.

Although your cooperation is voluntary, we urge you to participate. Responses from the largest possible number of sample members are important to provide representative and valid results. Do not hesitate to call or write this office if you have any questions about the survey. Thank you in advance for your assistance.

Sincerely,

Judith Fiedler

Judith Fiedler
Assistant Director

JF:bjg

Enclosures

*1400 N.E. Campus Parkway, Room 453, PB-30 / Telephone: (206) 543-1170*

## Appendix C

UNIVERSITY OF WASHINGTON
SEATTLE, WASHINGTON 98195

February 9, 1976

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Sincerely,

Judith Fiedler

Judith Fiedler
Assistant Director

P.S. If you were reading or studying when you received this letter, please use the bookmark to hold your place while you fill out the questionnaire. We appreciate your help.

JF:bjg

Enclosures



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